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ABSTRACT

Intended for the regular class teacher, the booklet contains 72 sample lesson activities for use with mainstreamed learning disabled students. Activities are organized around the Illinois Test of Psycholinguistic Abilities and cover the following areas: auditory reception, visual reception, auditory association, visual association, verbal expression, manual expression, grammatic closure, visual closure, auditory sequential memory, visual sequential memory, auditory closure, and sound blending. Provided for each activity are descriptions of the procedures, materials needed, and evaluation criteria. (SBH)

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AIDS TO PSYCHOLINGUISTIC TEACHING FOR THE REGULAR CLASS TEACHER WITH MAINSTREAMED EXCEPTIONALS

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Edited by

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Alfred L. Lazar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INTRODUCTION

During the past few years many changes in philosophy and practice have taken place regarding the effort to meet the educational needs of the handicapped children in our public and private schools. One notion that is being strongly challenged by many is the self-contained special class. Many feel that such educational practice should be one of the least if not last alternative to be utilized. Mainstreaming as both a new social philosophy and educational practice is on the increase. Public Law 94-142 at the national level, and Master Plans for Special Education at the state levels are now coming into being that will further fuel the demands for change. This new effort toward educational change for the handicapped involves both special and regular educators together.

Regular class teachers will be finding more and more handicapped youngsters being mainstreamed into their classes, if not already, as is the practice in many districts. To help familarize the the regular class teacher with some language requirements that might involve the use of the ITPA (Illinois Test of Psycholinguistics Abilities) with some of the mainstreamed learners, this short booklet has been developed. This primer containing sample lesson activities has been developed from some select lessons developed by former students while working with their clients in Educational Psychology 554A&B at CSULB.

The ITPA model offers educators a diagnostic approach with specific directions for amelioration in the psychological realm such as:

1. Poor visual or auditory perception and discimination
2. Slow understanding and interpretation of concepts
3. Poor organizing and generalizing ability
4. Inability to express concepts
5. Minimal motor and verbal skills
6. Poor short-term memory
7. Poor closure.

This booklet has been divided into 12 sections representing the design and organization of the ITPA. Six sample lessons have been selected for each of the 12 sections. It is felt that these would serve as a starter set for the new regular or special education teacher.

The material brought together tends to use a common format in terms of organization, yet differing and respecting the qualitative ability and need of the concerned clinician.

Too often graduate students fail to receive credit for their contributions. Such is not the case here because for each lesson the names of the authors are given. I wish to thank again the following former students for the use of their contributions: Bruce Ackland, June Wood, B. Isaac, E. Pojman, Arthur Bruhns, Hal Alexander, Lyla Kikendall, Sharon Harkney, Phil Stewart, Sharon Garrett, Vita Bernberg, and Kathryn Levy. In addition, I want to express my thanks to my wife Patricia E. Lazar and Robert A. Stodden for their help.

Alfred L. Lazar
California State University, Long Beach
and La Casa de Shumna--1977

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Section # 1. AUDITORY RECEPTION

An auditory reception dysfunction is a dysfunction in the ability to comprehend the spoken word.

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: AUDITORY RECEPTION

PROCEDURE: Practice listening with eyes closed. The teacher makes a familiar sound and calls on child to identify it:

a. Tearing paper
b. Jingling money
c. Sharpening a pencil
d. Bouncing a ball - child counts times bounced

MATERIALS:

a. Two or three sheets 8-½" x 11" paper
b. Two each: dimes, nickels, pennies
c. Pencil and wall-mounted pencil sharpener
d. Basketball or large rubber ball

EVALUATION AND CRITERIA: Success in identification of objects, i.e., "paper being torn, money being jingled, a pencil being sharpened, etc.," three out of four. (3 out of 4)

NUMBER POSSIBLE: 4

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: AUDITORY RECEPTION

MATERIALS: bell, paper, book, watch, pencil sharpener, cans

PROCEDURE: Have the child close his eyes and listen and identify a variety of familiar sounds.

EVALUATION: Criterion of acceptance is 7 correct out of 10 possible.

1. a door closing
2. a bell ringing
3. teacher walking
4. writing on the chalkboard
5. rattling of papers
6. closing a book
7. children whispering
8. a pencil sharpener
9. rubbing cans together
10. a watch ticking

NUMBER CORRECT: ----

POSSIBLE: 10

CRITERION OF ACCEPTANCE: 7

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: AUDITORY RECEPTION

MATERIALS: Tape recorder, book: "My Country," Social Studies supplementary text -- authors: Ames and Ames.

PROCEDURE: Tape Chap. 28 in above book.
Tape questions below -- also ditto them.

Have group of children listen twice with a time interval of 15 minutes. After second hearing--questions (below) are also heard. Yes-No answers are placed on line next to question number.

1. Is Alaska in the N. Western part of North America?
   1 _____
2. Is Puerto Rico in Africa?
   2 _____
3. Is San Juan near the shores of America?
   3 _____
4. Is Manila in the Philippines?
   4 _____
5. Is Spain in Europe?
   5 _____
6. Are the Philippine Islands in the Pacific Ocean?
   6 _____
7. Is Puerto Rico in the Atlantic Ocean?
   7 _____
8. Is the Panama Canal Zone located between the United States and Alaska?
   8 _____

EVALUATION OF SUBTEST'S BEHAVIORAL OBJECTIVE AND CRITERION: Six correct answers, out of eight. 75% acceptable as general ratio.

NEXT PRESCRIPTION: Children with reading problems should hold their books and follow what is heard the second time with silent reading.

This combines perception ability in the auditory channel with, if so diagnosed, a weaker visual--symbol ability in the visual reception channel and may help strengthen the latter.

Education prescription in Auditory Perception may be applied to any content material, or story sequencing, etc. Gives opportunity to auditory learner, with a good memory to learn content, sequencing, may supply motivation for other "channel" learning.

PREPARED BY: H.S. Alexander

ITPA ITEM: AUDITORY RECEPTION

MATERIALS: Tape recorder, this handout, listening post, Pretaped program, answer sheet.

PROCEDURE AND EVALUATION: One or more children will listen to the tape which will give the following sound pairs which will be identified as the same (S) or different (D). Criterion of acceptable work: 25 correct in pairs which are the same.

Demonstration: Teacher "mother, father"

1. Dog bark -- cat meow, (animal sounds)
2. .....(drum beats)
3. .....(musical note/change pitch)
4. ____, __ (long tone/short tone)
5. b, p
6. to, do
7. on, an
8. bag, rag
9. run, run
10. bear, bear
11. pool, tool
12. .. ..(triangel taps)
13. pass, path
14. beat, seat
15. vie, thy
16. bird call -- bird call sound (animal)
17. miss, mist
18. kilt, cult
19. muse, news
20. boast, toast
21. coart, tart
22. which, which
23. fret, threat
24. these, thieves
25. wrath, rash
26. motor, mortar
27. sick, thich
28. reef, wreath
29. choose, choose
30. slick, slink

NUMBER CORRECT:

Different (25 min.)	Same (2max.)
_____	_____

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: AUDITORY RECEPTION

MATERIALS:
1. tape recorder
2. a taped story
3. listening post
4. ditto sheet

PROCEDURE AND EVALUATION: The stories for this exercise may be taped from supplemental state texts. A taped story at the child's approximate reading level will be played for him. He is then requested to answer five yes or no questions concerning the story presented. The answers can be marked on a ditto sheet with Y and N for the appropriate responses. The first stories should only last about one minute with later presentations going up to four or five minutes.

CRITERION OF ACCEPTANCE: The criterion for acceptable work is four out of five questions answered correctly.

NUMBER CORRECT:

NUMBER POSSIBLE: 5

CRITERION FOR ACCEPTANCE: 4

Section # 2. VISUAL RECEPTION

A visual reception dysfunction is a dysfunction in the ability to comprehend pictures and written designs/or words.

PREPARED BY: Vita K. Birnberg
Kathryn Levy

ITPA ITEM: VISUAL RECEPTION

PROCEDURE: The child is directed to look at the tray full of objects for a period of thirty (30) seconds. He is then asked to face the teacher, back to the objects, and repeat to the teacher the objects he remembers seeing on the tray.

MATERIALS: A tray containing the following items upon it:

a. a pencil
b. a small rubber ball
c. a spool of thread
d. a watch
e. a coin (quarter, dime, or other)
f. a book of matches
g. an eraser

EVALUATION AND CRITERIA: Success in repeating back items on the tray within a minute's time. Seven out of eight objects (7 out of 8) constitutes success in this task.

NUMBER POSSIBLE: 8

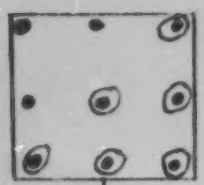
PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: VISUAL RECEPTION

MATERIALS: 2 nine-hole peg boards with one color pegs and this handout.

PROCEDURES: The instructor will demonstrate the design from the handout on the peg board. Remove the demonstration peg board and have child duplicate.

EVALUATION: Criterion for acceptance is 8 correct responses out of 10.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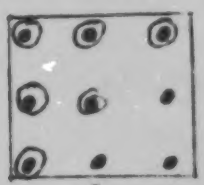
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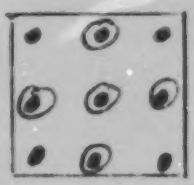
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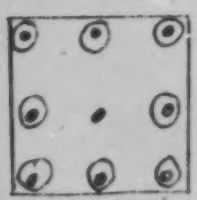
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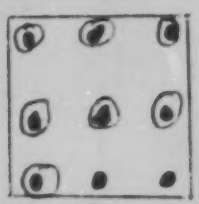
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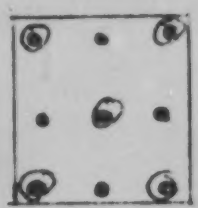
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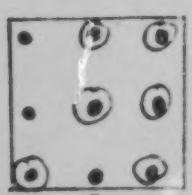
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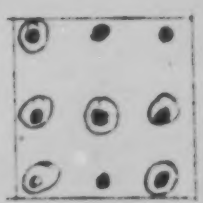
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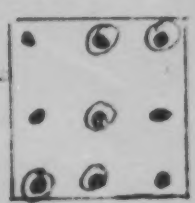
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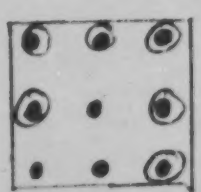
NUMBER CORRECT: -----
POSSIBLE: 10
CRITERION OF ACCEPTANCE: 8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PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: VISUAL RECEPTION

MATERIALS: The picture of the store fronts from the Peabody Language Development Kit or a similar picture involving people and things creating a figure-ground problem.

PROCEDURE: Display the picture for two minutes and have the pupil answer the following questions.

1. How many people were in the picture?
2. How many different stores are in the picture?
3. Is anybody running?
4. Is somebody riding a bicycle?
5. How many different colors did you see?
6. Did the stores have things displayed in the windows?
7. Were there signs on all the stores telling what they sell?
8. Was the day sunny or cloudy?
9. Were there any boys and girls in the picture?
10. Were there adults in the picture?

CRITERION OF ACCEPTANCE: At least seven of the questions correct or a 75% awareness of the figure-ground associations.

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: VISUAL RECEPTION

MATERIALS: Try "Task Two" materials (state adopted). These consist of twenty blocks colored with red and white patterns, a plastic tray to hold them, and a child's workbook with block designs of increasing difficulty.

PROCEDURE AND EVALUATION: The child will reproduce the designs on top of the workbook pages.

CRITERION OF ACCEPTANCE: The criterion for acceptable work is correct completion of the design done the last study session plus correct completion of the next design (sequentially in the workbook) with no assistance and no errors. Repetition may be required and is permissible until no errors are made. Consideration should be made of a student's frustration, fatigue, or desire to terminate this exercise.

PREVIOUS DESIGN PAGE NUMBER:

NEW DESIGN PAGE NUMBER:

NUMBER OF TRIALS FOR PREVIOUS DESIGN:

NUMBER OF TRIALS FOR NEW DESIGN:

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: VISUAL RECEPTION

MATERIALS: Scrapbook, paste, scissors, Sears Catalogues, and assortment of magazines related to certain trades, e.g. printing, boats, trailers. Also newspapers, discarded Weekly Readers and books.

PROCEDURE: Set up categories by pasting pictures and writing their object names in separate sections of the scrapbook. Give children trade magazines and Sears Catalogue. Categories may include boats, trailers, etc., to satisfy the subtest question of possible difference in size and shape but not in function of objects.

CATEGORIES: May also be set up for letters of the alphabet, numerals, words and phrases, as a prescriptive learning activity for children with single-symbol and word-symbol problems frequently diagnosed by this Subtest, using all listed materials.

EVALUATION OF SUBTEST'S BEHAVIORAL OBJECTIVE AND CRITERION: No more than 20% of the pictures will be dissimilar in function.

PREPARED BY: Lyla Kikendall and Sharon Harkney

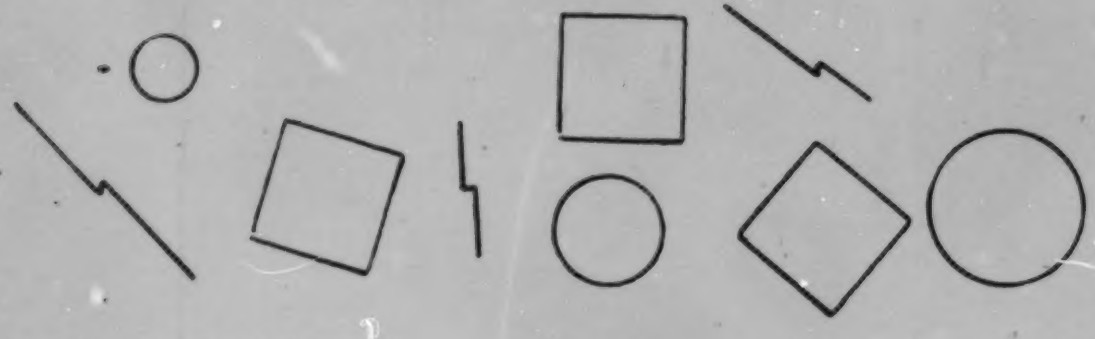
ITPA ITEM: VISUAL RECEPTION

MATERIALS: Ditto sheets of pictures with likes and opposites and details.

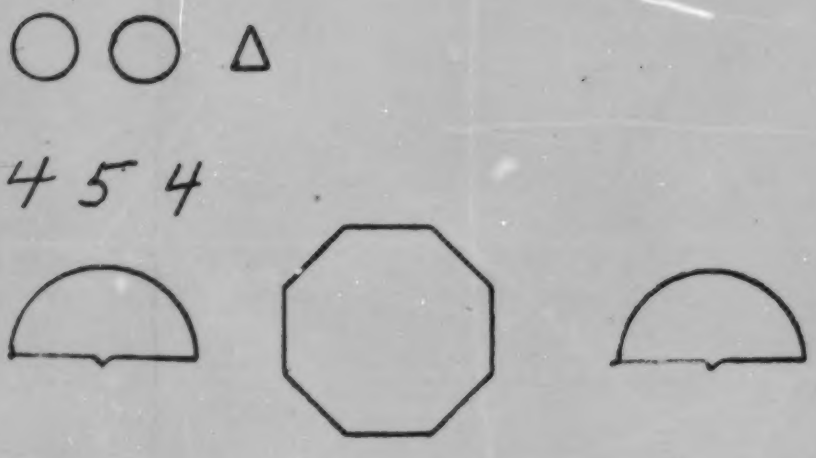
PROCEDURE AND EVALUATION: The child is given a ditto sheet and is then asked to describe and/or classify details verbally. The criterion for acceptable work will be that with each new ditto given, more detail will be classified and described.

FUNCITIONS COVERED: Ability to comprehend pictures and to form concepts.

Part A. Point to the things that belong together.



Part B. Point and describe.



Section # 3. Auditory Association

An auditory association dysfunction is an impairment in the ability to relate auditory symbols in a menaingful way.

PREPARED BY: Lyle Kikendall and Sharon Harkney

ITPA ITEM: AUDITORY ASSOCIATION

MATERIALS: Ditto sheets of analogous statements.

PROCEDURE AND EVALUATION: The child is given a ditto sheet and asked to complete it by filling in the missing word or words. The criterion will be that the child will complete, correctly, 8 of the 10 statements.

1. Trains go with tracks; as ships go with _____(roads).
2. Airplanes go with sky; as ships go with _____(water).
3. Rockets go with up; as submarines go with_____(down).
4. Car goes with driver; as airplane goes with_____(pilot).
5. Two goes with bicycle; as three goes with_____(tricycle).
6. Coffee goes with cup; as coke goes with _____(bottle).
7. Pencil goes with paper; as chalk goes with_____(chalkboard).
8. Ceiling goes with up; as floor goes with_____(down).
9. Bricks go with buildings; as glass goes with_____(windows).
10. Beef goes with cows; as pork goes with _____(pigs).

FUNCTIONS COVERED: Ability to relate words meaningfully.

PREPARED BY: Barbara Isaac and Everett Pojman

ITPA ITEM: AUDITORY ASSOCIATION

MATERIAL: Tape recorder, listening post, and another child to count the responses.

PROCEDURE AND EVALUATION: Child will listen to question on tape and answer 80% of the questions with five or more correct responses.

QUESTION:

1. Name all the red objects that you can think of.
2. Name all the round shaped objects.
3. Name all the square shaped objects.
4. Name all the animals that you can think of.
5. Name all the household items that you can think of.
6. Name all the cars.
7. Name all the different kinds of birds.
8. Name any five nouns that you can think of.
9. Name five different baseball teams.
10. Name five different countries.
11. Name five famous people.
12. Name five people who were Presidents.
13. Name five people who were explorers.
14. Name five people who were scientists.
15. Name five books.
16. Name five different characteristics of people.
17. Name five different continents.
18. Name five different vehicles of transportation.
19. Name five days in which a person may celebrate.
20. Name five different kinds of feelings.

PREPARED BY: H.S. Alexander

ITPA ITEM: AUDITORY ASSOCIATION

MATERIALS: Tape recorder, this handout, listening post, pretaped program

PROCEDURE AND EVAULATION: One or more children will lesten to this tape which will give the following questions. Students are to respond on the paper with a "Y" for yes and an "N" for no.

Demonstration: Is ice cold? Y
Do flowers bite? N

Criterion: 20 correct out of 25.

1. Do dogs bark?
2. Do children talk?
3. Do people work?
4. Do birds crawl?
5. Do bottles break?
6. Do babies read?
7. Do chickens eat?
8. Do chickens eat?
9. Do teachers write?
10. Do spiders make webs?
11. Does wood float?
12. Do scissors color?
13. Does grass sing?
14. Does water flow?
15. Do bells ring?
16. Do fish swim?
17. Do beds sleep?
18. Is rain milk?
19. Do trees grow?
20. Do books relax?
21. Do chairs listen?
22. Do telephones sprinkle?
23. Does paper burn?
24. Is poison dangerous?
25. Does soap dissolve?

NUMBER CORRECT:

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: AUDITORY ASSOCIATION

MATERIALS: Tape recorder, this handout, listening post

PROCEDURE: The child will listen to the incomplete sentence read and supply an appropriate last word.

EVALUATION: Criterion for acceptance is 15 correct responses out of 20.

1. I sit on a chair. I sleep on a _____.
2. Animals crawl. People _____.
3. I eat from a plate. I drink from a _____.
4. Fish swim. Birds _____.
5. Boys wear pants. Girls wear _____.
6. People talk. Dogs _____.
7. I frown when I am sad. When I am happy, I _____.
8. Chickens lay eggs. Cows give _____.
9. People have hair. Animals have _____.
10. Libraries are for books. Zoos are for _____.
11. Dishes are washed in the sink. Food is cooked on the _____.
12. Boys are like their fathers. Girls are like their _____.
13. We see with our eyes. We hear with our _____.
14. In the morning, we have breakfast. In the evening we have _____.
15. Trains run on tracks. Cars drive on _____.
16. We wear hats on our heads. On our feet we wear _____.
17. We write with a pencil. We paint with a _____.
18. Pictures are on the wall. Rugs are on the _____.
19. Cats have kittens. Dogs have _____.
20. Screws are turned with a screwdrive. Nails are pounded with a _____.

NUMBER CORRECT: -----
POSSIBLE: 20
CRITERION OF ACCEPTANCE: 15

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: AUDITORY ASSOCIATION

MATERIALS: A ditto paper folded into sixteen squares. Four consonants are placed down the left-hand side with four categories across the top. A pencil.

	person	food	animal	color
R				
B				
P				
D				

PROCEDURE AND EVALUATION: The child is asked to think of a word beginning with each consonant for each category.

CRITERION OF ACCEPTANCE: The criterion for acceptable work is twelve correct responses out of sixteen.

NUMBER CORRECT:

POSSIBLE:

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: AUDITORY ASSOCIATION

PROCEDURE: Ask child to give a category for objects you name. (Three items to one category). First, ask child to name all the birds he can think of. Next, reverse the process, telling child you will name three items, and he is to tell you what category they belong in. (If child does not understand "category," give him an example: Birds--robins, eagle, sparrow, etc.) Allow 10 seconds after each group of three items for child to answer.

MATERIALS: List of items and categories:

Items	Categories
plow tractor pitchfork	FARM
chalkboard books desk	SCHOOL (or classroom)
lavatory bathtub towel	BATHROOM
stove refrigerator cupboard	KITCHEN
slide swings merry-go-round	PLAYGROUND (or park)

EVALUATION AND CRITERIA: Success in naming categories after hearing items. Naming four out of five categories correctly constitutes success in this auditory association task.

NUMBER POSSIBLE: 5

Section # 4. VISUAL ASSOCIATION

A visual association dysfunction is an impairment in the ability to relate visual symbols in the form of pictures in a meaningful way.

PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: VISUAL ASSOCIATION

MATERIALS: Word list as follows:

SHORT	THIN
LONG	BOARD
PEACH	CANDY
TREE	SNAKE
DOG	CHIMPANZEE
AUTO	CAT
TALL	FAT
HOUSE	FAR
GUM	SHOVEL
BIRD	CAKE
LADDER	APPLE

PROCEDURE: Have the pupil sort the words into the following categories.

MEASUREMENT	ANIMALS	THINGS	EDIBLES
SHORT	DOG	TREE	PEACH
LONG	BIRD	AUTO	CANDY
TALL	SNAKE	HOUSE	CAKE
THIN	CHIMPANZEE	BOARD	GUM
FAT	CAT	LADDER	APPLE
FAR		SHOVEL	

CRITERION FOR ACCEPTANCE: All the words should be sorted into the correct categories.

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: VISUAL ASSOCIATION

MATERIALS: Cartoon strips without words or with words crossed out with felt pen. The individual pictures of each cartoon should be separated and placed on a "tag board" backing.

PROCEDURE AND EVALUATION: The child is presented with pictures to a given cartoon in mixed-up order. As they are placed on the table before him he will be asked to please place them in the correct order of sequence to tell a good story. The teacher should have a number of cartoons of increasing difficulty available for presentation. The first ones given to the child should be relatively easy with successive presentations becoming more difficult.

CRITERION OF ACCEPTANCE: The criterion for acceptable work is the completion of two correct cartoons per session. In successive sessions the items should become more difficult. A correct solution to a presentation is when the child can tell a logical story (sequence of events) about the pictures he has arranged, thus showing a visual association between neighboring pictures.

LAST SESSION: Cartoon 1
Cartoon 2

THIS SESSION: Cartoon 1
Cartoon 2

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: VISUAL ASSOCIATION

MATERIALS: Picture cards

PROCEDURES: Have two rows of pictures. Let children select those that go together. Example: cup and saucer

EVALUATION: Criterion of acceptance is 8 out of 10 possible.

1. cup and saucer
2. father and mother
3. knife and fork
4. ball and bat
5. comb and brush
6. shoe and foot
7. toothbrush and toothpaste
8. glove and hand
9. pencil and paper
10. hat and head

NUMBER CORRECT: ---

POSSIBLE: 10

CRITERION OF ACCEPTANCE: 8

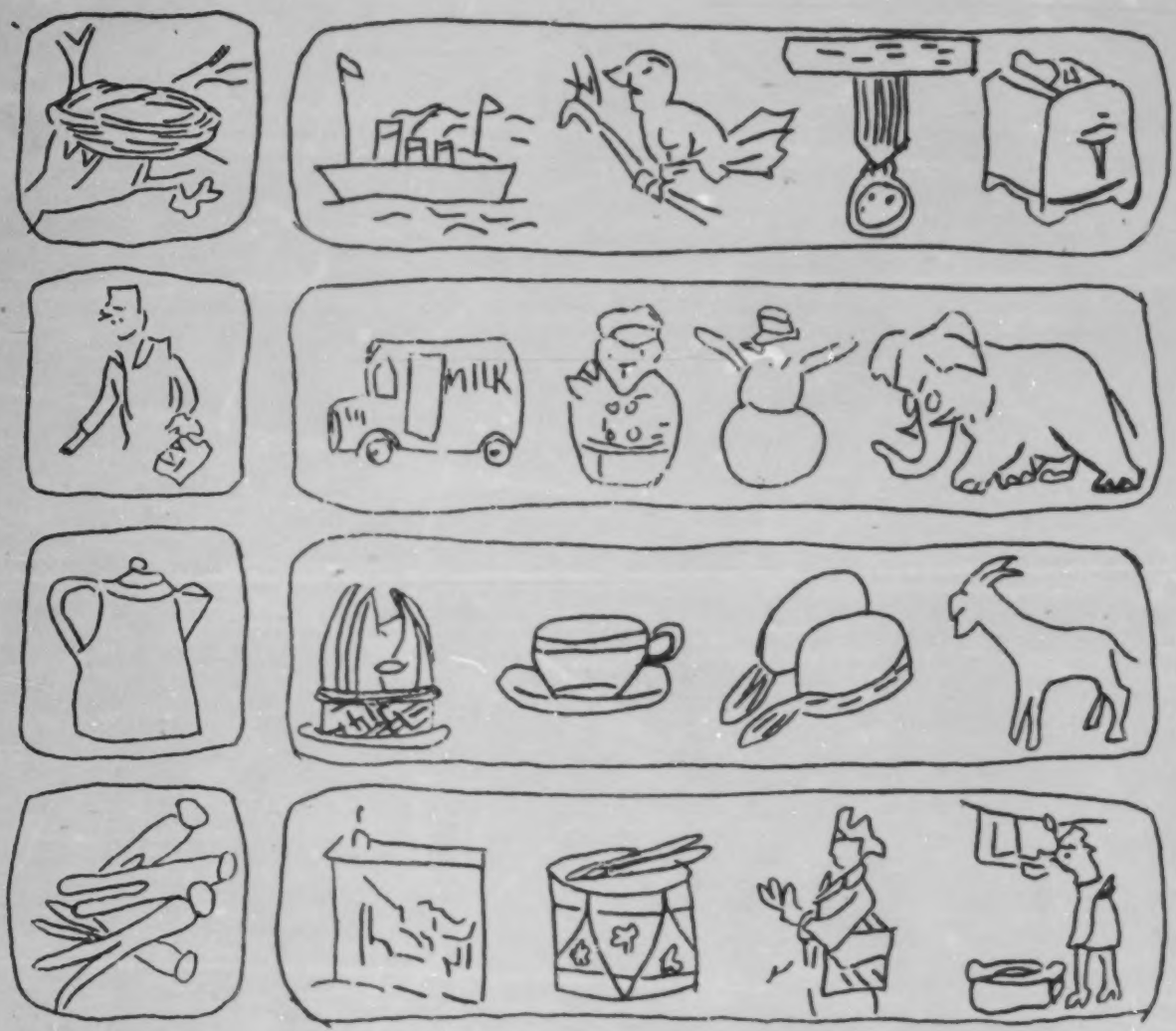
PREPARED BY: Lyla Kikendall and Sharon Harkney

ITPA ITEM: VISUAL ASSOCIATION

MATERIALS: Picture Dittos

PROCEDURE AND EVALUATION: The child is given a ditto sheet of four pictures with a stimulus picture at one side.. The child is required to select and circle the correct picture to go with the stimulus picture. The criterion will be for the child to mark all 6 pictures correctly.

FUNCTIONS COVERED: Ability to relate meaningful visual symbols to a given stimulus picture.



PREPARED BY: Vita Birnberg
Kathryn Levy

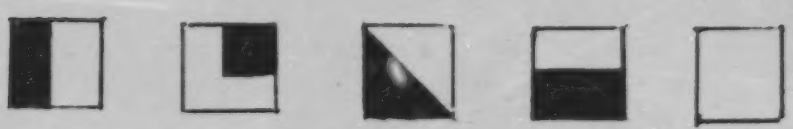
ITPA ITEM: VISUAL ASSOCIATION

PROCEDURE: Present to child a set of pictures similar in shape, size and color, with instructions to first name the similarities; and second, the differences in the shapes. Allow child 30 seconds to look at set before asking him differences. Then allow 15 seconds before asking similarities. Go on to next set, using same time allowance with each set. After child has looked at third and final set, and given answers, ask him to tell you the differences in the first shape in set #1 (point to it), shape 5 in set #2 (point to it), and shape 1 in set #3 (point to it). The child may trace around each of these last three shapes if he wishes before answering.

MATERIALS: Three pieces of paper, each containing a "set" of shapes. #1 - circular shapes; #2 - square shapes; and #3 triangular shapes.
Examples:

Set #1:

Set #2:



Set #3:

EVALUATION AND CRITERIA: Successful description of similarities within set, such as "roundness"; shading, not shaded, which part is shaded or not shaded, i.e., top half, lower half, etc. One (1) point for each description (similar or different).

NUMBER POSSIBLE: Thirty (30). Three more points when child has described differences in initial shapes (see latter part of procedure).

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: VISUAL ASSOCIATION

MATERIALS: Scrapbook, paste, scissors, assortment of magazines, e.g., House Beautiful, House and Garden, Sunset, Los Angeles Times Home Magazine, Good Housekeeping (any publication with home furnishings for indoors and outdoors).

PROCEDURE: The above obviously used for home and yard (or garden) category. Have subcategories representing each room of a home, e.g. kitchen, livingroom, yard, the latter may contain both animate and inanimate objects, "visually associated."

OTHER IDEAS: For more advanced students, catalogues of learning materials for education, subcategories of reading, math, learning machinery, etc.

Possibilities in humanity category subcategorized according to color. (See "Look," "Life" and "Playboy") (Even news items!!)

EVALUATION OF SUBTEST BEHAVIORAL OBJECTIVE AND ESTABLISHED CRITERION:

No more than 20% of the total pictures shall be incorrectly associated with generally accepted notions of appropriate furnishings, animate or inanimate.

ADDENDA: Teacher judgment should be used in applying criteria in areas of socioeconomic deprivation.

Section # 5. VERBAL EXPRESSION

A verbal expression dysfunction is the inability to satisfactorily express ideas through spoken words.

PREPARED BY: Vita Bimberg and Kathryn Levy

ITPA ITEM VERBAL EXPRESSION

PROCEDURE: Tell the child you are going to ask him to stand before some people (or person, or class) who will have their eyes closed. You are going to give him the name of an object and he is to verbally describe the object and its action or use to the people without naming the object to them. When he is finished, he may ask the people to open their eyes and he may ask them to guess the objects he described. After telling the child the object you wish him to verbally describe, give him 30 seconds to think about it. Give him 45 seconds to describe the object. Tell him you will give him a signal when to stop talking.

MATERIALS: None needed for this test, other than a list of topics for description, for teacher to read to child. He may choose from the list you have read to him.

EVALUATION AND CRITERIA: If the audience successfully guesses what the child has been describing after 45 seconds or less, from the time the child began talking.

SAMPLE TOPICS:

a. describe a match being taken out of a book of matches and being struck against the book to light

b. describe a shoe and what one uses it for

c. describe an ice cream cone and what one does with it

d. describe a ball and jacks and what one does with them in a "jacks" game.

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: VERBAL EXPRESSION

MATERIAL: A large picture

PROCEDURE: Child is encouraged to make up a short story about the picture with no prompting from the teacher.

EVALUATION: 5 ideas in a sequence.

Number of ideas: _____

Criterion of acceptance: 5

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: VERBAL EXPRESSION

MATERIALS: Cartoon strips without words will be used or cartoon strips with the words crossed out with a felt pen. The cartoons will be cut from the newspaper and placed on a "tagboard" backing. A tape recorder will be utilized as well as blank tape/tapes and a microphone.

PROCEDURE AND EVALUATION: Prior to the first session, the child will be given some preliminary instruction in correctly using the tape recorder switches and the tape recorder microphone. The child will be presented with a cartoon strip and requested to tell what he thinks the characters are saying. Using the microphone and operating the switches correctly, he will record his own voice for five or ten minutes of recording time on the tape and then proceed to shut the tape switch off.

CRITERION OF ACCEPTANCE: The criterion for acceptable work would be an average increase (over five cartoons) of ten words per picture given after five worksheets to a maximum of fifty words; an example of a successful student would be:

1st week -- five cartoons Average words/pictures 12.5

2nd week -- five cartoons Average words/pictures 26.3

PREVIOUS WEEKS WORD AVERAGE:

PREVIOUS CARTOON WORD AVERAGE:

NUMBER OF WORDS PER PICTURE:

PREPARED BY: Lyla Kikendall and Sharon Markney

ITPA ITEM: VERBAL EXPRESSION

MATERIALS: A room, a child, and a teacher

PROCEDURE AND EVALUATION: The teacher asks the child to tell as many things as he can see in the room. The criterion will be the large amount of details the child can express in spoken words.

FUNCTIONS COVERED: Ability to express ideas in spoken words.

PREPARED BY: H.S. Alexander

ITPA ITEM: VERBAL EXPRESSION

MATERIALS: This handout, study area, box of assorted items (modified Rappaport Sorting Test)

PROCEDURE AND EVALUATION: Children will perform individually telling what each item in box is, describing it, and saying what it is used for.

CRITERION: Name 20 of 25 and describe 20 of 25 and state use of 15 of 25.

DESCRIPTION: Ball. Round, red, rubber. Play games with it.

	Named	Describe	Use given
1. Fork			
2. Lock			
3. Matches			
4. Pipe			
5. Eraser			
6. Cork			
7. Sugar (cube)			
8. Hammer			
9. Saw			
10. Pliers			
11. Nail			
12. Brush			
13. Paper Clip			
14. Rupper band			
15. Pocket knife			
16. Tack			
17. Bicycle Reflection			
18. Safety Pin			
19. Wheel			
20. Marble			
21. Rock			
22. Cow			
23. Scissors			
24. Comb			
25. Toothbrush			

NUMBER CORRECT:

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: VERBAL EXPRESSION

MATERIALS: Peabody Language Development Kit -- Nos. I, II, and III -- treasures of carefully graded language lessons. The Siegried Engelmann Part-Whole Series.

Pictures and objects brought in by children. Teacher's picture file and objects.

Shoe boxes filled with objects -- and a blindfold.

Tape recorder.

PROCEDURES: Those described in Peabody Manual which include games of verbalization in forming relationships, analogies, memory, etc. See it!

Engelmann procedures, also a ready-made with emphasis on development cognitive processes. Pictures and text provide little or no gap prescriptive learnings. (Both Peabody and Engelmann upgrade the theoretician to classroom teacher level.)

Verbal description of pictures -- children's and teacher's -- should emphasize sentence structure rather than phrase or word fragments. Procedure begins with teacher example--correction when necessary of child's verbalization. Teacher awareness and sensitivity needed here in re: child's subgroup and environment.

Shoe box, blindfold game is description of object by tactual-kinesthetic channel. This may be taped.

EVALUATION OF THE SUBTEST'S BEHAVIORAL OBJECTIVE AND CRITERION: Each activity will be 80% correct, a definite ratio according to number of items, as predetermined by teacher.

Section # 6. MANUAL EXPRESSION

A manual expression dysfunction is the inability to satisfactorily express ideas through gestures.

PREPARED BY: Barbara Isaac and Everett Pojam

ITPA ITEM: MANUAL EXPRESSION

MATERIAL: Children in group as well as this task sheet.

PROCEDURE AND EVALUATION: Charades--child has to make appropriate gestures to the following. The other children will be able to identify what the child is doing 80% of the time.

TASK FOR GESTURING:

1. Child is brushing teeth.
2. Child is dressing.
3. Child is waking up in the moring.
4. Child is riding a bicycle.
5. Child is going to sleep.
6. Child is pouring coffee into a cup.
7. Child is eating.
8. Child is combing hair.
9. Child is playing the position as a pitcher in a baseball game.
10. Child is opening a combination lock.
11. Child hears something and is frightened.
12. Child is showing feelings of being depressed.
13. Child shows happiness.
14. Child shows feelings of being dizzy.
15. Child is packing to go on a very important trip.

PREPARED BY: Bruce Ackland and June Wood

ITPA ITME: MANUAL EXPRESSION

MATERIALS: 1. Stopwatch
2. Class of students

PROCEDURE AND EVALUATION: A student will be asked to act out or imitate the following:

1. eating an ice cream cone
2. catching a fish
3. playing the violen
4. painting a bulding
5. driving a car
6. riding a horse
7. typing
8. chewing bubble gum
9. singing a song
10. playing golf
11. talking on the telephone
12. driving a truck

Tell the class you are going to play a game and want them to identify what the chosen student is doing as quickly as possible. Give one student the stopwatch and ask him to record the time taken for each imitation on the blackboard.

CRITERION OF ACCEPTANCE: The criterion for acceptable work is ten correct identifications, each within a a thirty second period from the beginning of the imitation.

NUMBER CORRECT:

NUMBER CORRECT UNDER THIRTY SECONDS:

CRITERION OF ACCEPTANCE: Ten

PREPARED BY: Lyla Kikendall and Sharon Harkney

ITPA ITEM: MANUAL EXPRESSION

MATERIALS: Set of shape patterns and pencil and paper.

PROCEDURE AND EVALUATION: The teacher shows a shape such as a circle to the child. The child will then draw a circle and after the teacher tells how it could be used manually, the child acts out this manual description. Example: A circle could represent a ball being thrown. A square could represent a picture being hung on a wall.

FUNCTIONS COVERED: Ability to express ideas through movement and gestures.

PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: MANUAL EXPRESSION

MATERIALS: Pictures of a food, an instrument and a horse.

PROCEDURES: Have the pupil act out in a charade the following:

1. Guess what I am eating?
2. Guess what I am playing?
3. Guess what I am riding?

It is important that the pupil does not use words to describe the act he is performing.

CRITERION FOR ACCEPTANCE: At least two of the three acts must be readily identified in relationship to the stimuli.

This item is developmental and should be used in conjunction with another pupil who has a similar deficit, so that both of the pupils can benefit from the experience.

PREPARED BY: Vita K. Birnberg
Kathryn Levy

ITPA ITEM: Manual Expression

PROCEDURE: Have child act out or imitate a model:

a. Eating ice cream cone
b. Eating watermelon
c. Buttering bread
d. Using a hammer
e. Chewing bubble gum
f. Using a screwdriver
g. Playing a piano
h. Driving a car

EVALUATION: Maximum number of points is 3

3= excellent
2= adequate illustration but not as many parts demonstrated as 3
1= barely recognizable to viewer

MATERIALS: No materials needed
or
Pictures of A-H

CRITERION OF ACCEPTANCE: 16 out of possible 24 points

NUMBER CORRECT: 24

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: MANUAL EXPRESSION

MATERIALS: Tools, toys, household items

PROCEDURE: Give the item to the child and tell him to show how it is used.

EVALUATION: Criterion for acceptance is 20 correct responses out of 25.

Items to be used:

1. fork
2. toy hammer
3. knife
4. toy shovel
5. bottle opener
6. cup
7. hair brush
8. toy guitar
9. ball
10. ruler
11. crayon
12. baseball bat
13. ring
14. egg beater
15. paper clip
16. water pitcher
17. toy saw
18. stapler
19. screw driver
20. door knob
21. toothbrush
22. salt shaker
23. toy telephone
24. scissors
25. needle and thread

NUMBER CORRECT: ----
POSSIBLE: 25
CRITERION OF ACCEPTANCE: 20

Section # 7. GRAMMATIC CLOSURE

A grammatic closure dysfunction is a disability in the use of proper grammar.

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: GRAMMATIC CLOSURE

PROCEDURE: Ask child to exhange words in a sentence in such a way that the sentence remains grammatically correct even though the meaning changes. If child is able to read, let him read the sentences and make the changes. If he is unable to read, read the sentences to him, and ask him to tell the sentence back to you, with the word exchange being made as he says the sentence back. Give him an example before beginning.

MATERIALS: If child is non-reader, person giving test should sit at table facing child and read sentence to him.

If child is a reader, he should sit at a desk and do the sentences himself. He will need a sheet of paper with the sentences printed on it. He should re-write the sentence with the change, under the original sentence. He will need a #2 pencil and an eraser.

SAMPLE SENTENCES: (do not underline a word in #4)

1. I went to school yesterday.
2. I did not jump off the swings today.
3. I think I will go to the park tomorrow.
4. My cat climbed up a tree yesterday and would not come down.

EVALUATION AND CRITERIA: Success in changing the meanings of three out of four sentences. If the child is able to do sentence four, which has no word underlined, he should be given 2 points for this sentence. Therefore, a total of five (5) points may be acquired.

NUMBER POSSIBLE: 4

POINTS POSSIBLE: 5

PREPARED BY: H. S. Alexander

ITPA ITEM: GRAMMATIC CLOSURE

MATERIALS: Language Master, this handout, listening post, prepared cards. Pictures from magazines pasted on Language Master cards.

PROCEDURE AND EVALUATION: One child (per language master) will present cards in numerical order and singular word from underlined which is to be provided in plural form.

Demonstration: Here is a girl. There are two girls.
Criterion: 20 out of 25 correct.

1. Here is a tree. There are two _____.
2. This is a foot. Here are two _____.
3. Here is a sheep. Here are lots of _____.
4. This knife is sharp. Sharpen those _____.
5. This is a man. Those are _____.
6. One mouse eats the cheese. Two _____ play together.
7. New York is a city. London and Tokyo are also _____.
8. Johnny lost a tooth. He now has ten _____.
9. There is a flock of sheep. Here are two _____.
10. This is a plier. There are _____.
11. We are out of soap. At the store we will buy two _____.
12. This is a boy. Those are _____.
13. Einstein was a genius. There are many _____ in the world.
14. A horse has a sore hoof. He has four _____.
15. One deer may join with two _____.
16. This is a leaf. A tree has many _____.
17. A mother goose has several small _____.
18. Here is a child. Here are three _____.
19. There is a loaf of bread. We want two _____.
20. This is a louse. Those animals have _____.
21. Beef comes from a cow. From a herd we get _____.
22. An octopus has 8 feet. Two _____ have 16 feet.
23. Not one criterion but many _____ are required.
24. This datum is correct but threse _____ are wrong.
25. This tree has much foliage. Those trees have even more _____.

NUMBER CORRECT: _____

PREPARED BY: Barbara Isaac and Everett Pojam

ITPA ITEM: GRAMMATIC CLOSURE

MATERIAL: Tape recorder, listening post and this sheet of paper.

PROCEDURE AND EVALUATION: Child will listen to the singular forms of words on a tape recorder and answer with 80% accuracy the plural forms of these words. He will write the plural form to the right of the singular. No detraction from score for faulty spelling as long as the child pronounces the word correctly when asked.

Singular Words	Plural Words
1. boy	_____
2. girl	_____
3. clock	_____
4. dress	_____
5. shoe	_____
6. baby	_____
7. man	_____
8. country	_____
9. woman	_____
10. toy	_____
11. sheep	_____
12. mouse	_____
13. soap	_____
14. idea	_____
15. deer	_____
16. child	_____
17. criterion	_____
18. datum	_____
19. stimulus	_____
20. hypothesis	_____

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: GRAMMATIC CLOSURE

MATERIALS:

1. twenty pictures of ten nouns
   a. ten of the pictures of the nouns alone
   b. the pictures with the noun existing in a group of more than one of its kind.

   The pictures should all be placed on a "tag board" backing.
2. Twenty word cards to match the corresponding pictures.

PROCEDURES AND EVALUATION: The child is presented the pictures and cards for one noun at a time in a mixed up order. He is asked to match the singular word to the single picture and the plural word to the multiple picture of the noun.

CRITERION OF ACCEPTANCE: Criterion for acceptable work is eight correct responses out of ten.

NUMBER CORRECT:

POSSIBLE: 10

CRITERION OF ACCEPTANCE: 8

PREPARED BY: Sharon Harkey

ITPA ITEM: GRAMMATIC CLOSURE

MATERIALS: Tape recorder, handout, listening post

PROCEDURE AND EVALUATION: Several children can listen to the tape and respond on paper to the following questions:

1. Jack and Jill wnet up the _____. (hill)
2. Today I sing. Yesterday I _____. (sang)
3. This morning I swam. This afternoon I will _____. (swim)
4. There is one boy. There are two _____. (boys)
5. Yesterday I went to the fair. Today I am _____again. (going)
6. Last night I slept. Tonight I will _____. (sleep)
7. I see one woman. Now I see two _____. (women)
8. This hat belongs to me. It is _____hat. (my)
9. That man is sitting on a bench. Those _____are sitting too. (men)
10. Boys grow up to be men. Girls grow up to be _____. (women)
11. I saw a mouse. Now I see two _____. (mice)
12. I wear a big shoe. My daddy wears a _____one. (bigger)
13. Those ducks are bathing themselves. That one is bathing _____. (himself)
14. I am eating dinner. My brothers have already _____. (eaten)
15. Last night I slept well. Tonight I will _____again. (sleep)
16. In the morning I dress myself. My sister dresses _____too. (herself)
17. My friend has a good toy. But I have a _____one. (better)
18. There is one sheep. Now I see two _____. (sheep)
19. Yesterday I bought a book. Today I will _____another. (buy)
20. Here is an egg. Over there are three_____. (eggs)

CRITERION OF ACCEPTANCE: 17 out of 20
NUMBER CORRECT: _____

NEXT PRESCRIPTION:

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: GRAMMATIC CLOSURE

MATERIAL: None for student

PROCEDURE: Give the individual an opportunity for oral language sharing. Note the number of grammatical errors in verb tense.

EVALUATION: Criterion of acceptance is 2 errors out of 4.

NUMBER CORRECT: -----

POSSIBLE: 4

CRITERION OF ACCEPTANCE: 2

Section # 8. VISUAL CLOSURE

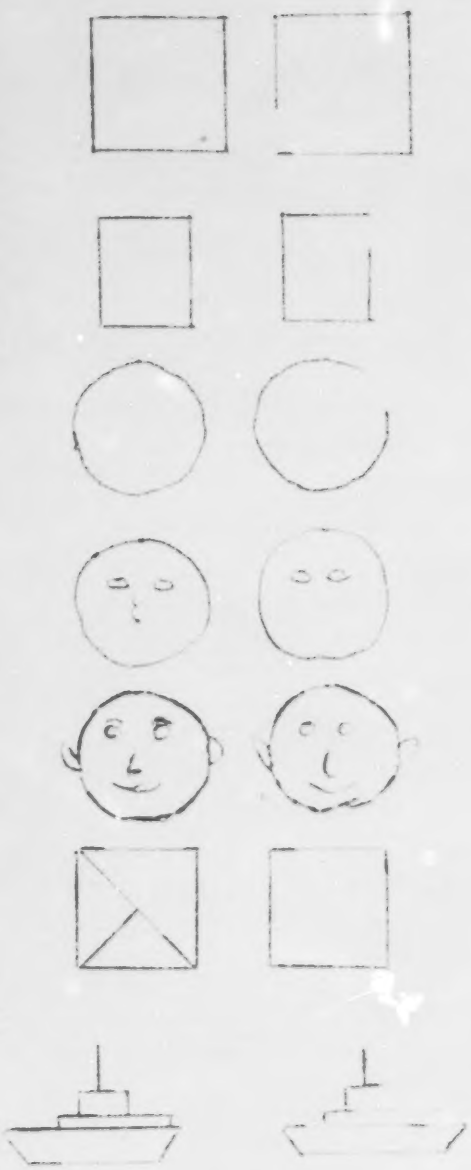
A visual closure dysfunction is a disability in the perceptual interpretation of any visual object when only a part of it is shown.

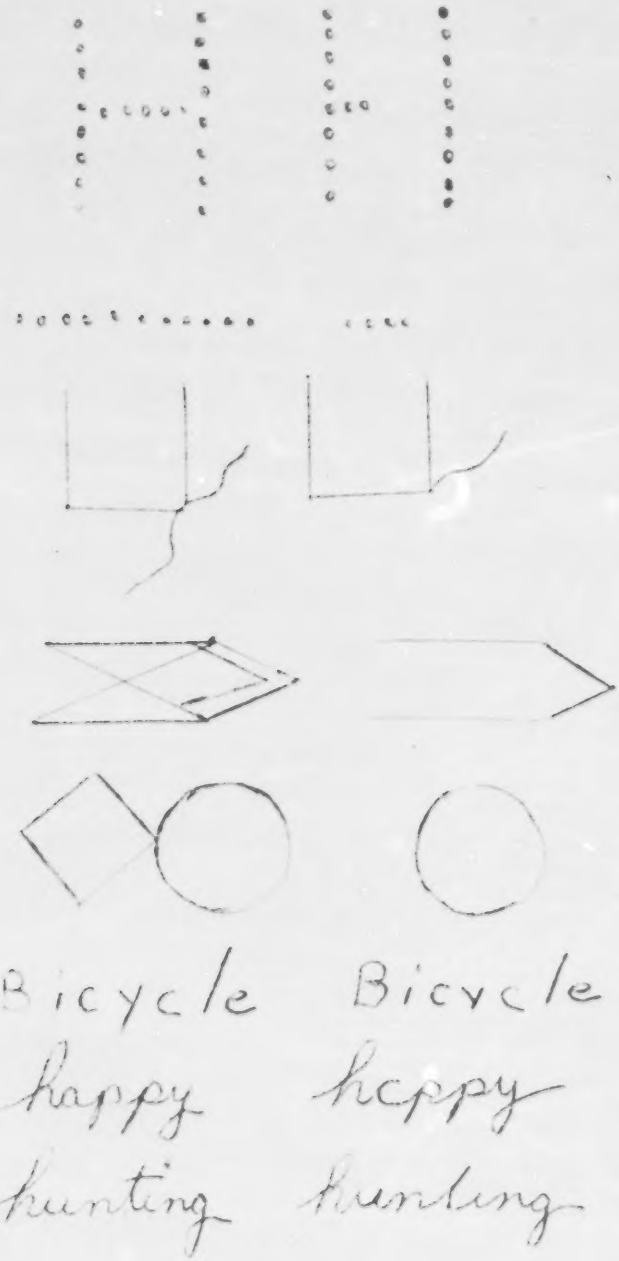
PREPARED BY: Barbara Isaac and Everett Pojman

ITPA ITEM: VISUAL CLOSURE

MATERIALS: This sheet of paper and a pencil.

PROCEDURE AND EVALUATION: Child is to look at the picture to the left. Then he should look at the incompleted picture to the right and fill in the missing part so that both pictures will look the same. The child will do this with 90% or better accuracy.





PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: VISUAL CLOSURE

MATERIALS: Twenty-five pages of dot pictures (such as those that have numbered dots and children complete the picture by drawing sequentially between each dot). The teacher or student assistant, should complete exactly one-half of the dot connections before use of each picture.

PROCEDURE AND EVALUATION: As each picture is presented to the child, he will be asked to identify the visual whole of the drawing.

CRITERION OF ACCEPTANCE: The criterion for acceptance is twenty correct identifications out of twenty-five presentations.

NUMBER CORRECT:

POSSIBLE: 25

CRITERION OF ACCEPTANCE: 20

PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: VISUAL CLOSURE

MATERIALS: Pictures of clothing, game equipment, sports activity and baby animals.

PROCEDURE: Shown pictures of the following things and activities, the pupil should be able to conclude the following:

1. Shown pictures of various items of clothing the pupil should be able to conclude who would wear it.

2. Shown game equipment like a ball and bat, tennis racquet of golf clubs, the pupil is to conclude what game is involved.

3. Shown pictures of horses, boats, mini-bikes, racing cars, dune buggies, etc., the pupil is to conclude what sport is involved.

4. Shown baby animal pictures, pupil is to describe and conclude what the adult animal looks like and acts like. (While a baby lion looks like a kitty he grows up to be quite large and ferocious.)

CRITERION FOR ACCEPTANCE: Pupil should be able to recognize items common to his environment, and achieve about 75% correct responses for the pictures shown.

PREPARED BY: Sharon Garrett and Phil Stewart

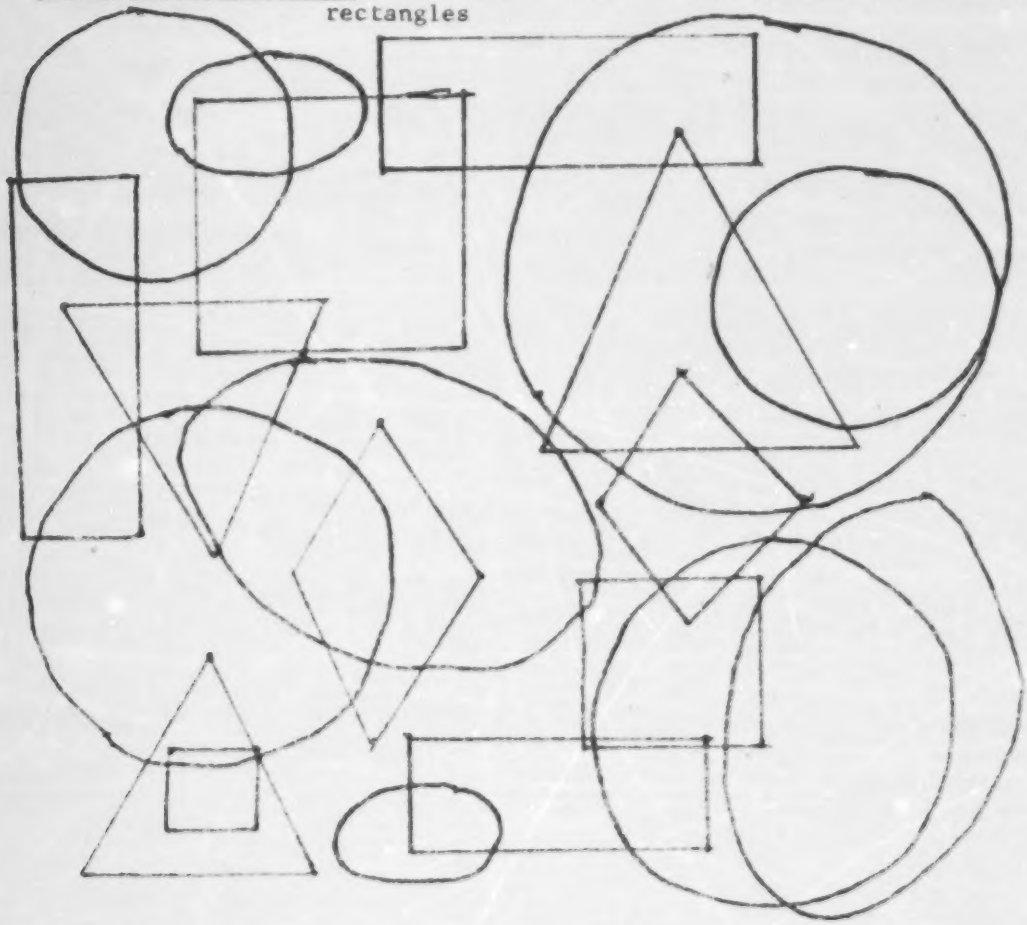
ITPA ITEM: VISUAL CLOSURE

MATERIALS: Felt pens of different colors and this handout.

PROCEDURE: Show a picture of each design to the child. Have him outline the designs in the picture below. Outline all the same designs in one color ink.

EVALUATION: Criterion of acceptance is 16 correct designs identified out of 20 possible.

ITEMS TO BE IDENTIFIED: Circles, ovals, triangles, squares, diamonds, rectangles



NUMBER CORRECT: -----
POSSIBLE: 20
CRITERION OF ACCEPTANCE: 16

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: VISUAL CLOSURE

PROCEDURE: Instruct child to look at the sheet before him and, with his pecil, fill in the shapes he sees on the paper so that he has circles, squares and triangles. The child is given three (3) minutes in which to do this task.

MATERIALS: Sheet of white, 8-½" x 11" paper containing random distribution of partial geometric shapes. Supply child with #2 pencil and eraser.

FOR EXAMPLE, SEE SAMPLE TEST ATTACHED TO THIS SHEET.

EVALUATION AND CRITERIA: Successful completion of twelve (12) shapes. Credit should be given if child makes a triangle where he might possibly have made a square, or vice versa. This will be noticed, if a triangle is lying "on its side."

NUMBER POSSIBLE: 16

SAMPLE TEST FOR ITPA ITEM Visual Closure

PREPARED BY: Vita Bimberg and Kathryn Levy

Section # 9. AUDITORY SEQUENTIAL MEMORY

An auditory sequential memory dysfunction is the inability to satisfactorily repeat a sequence of auditory symbols heard just prior to the expected response

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

MATERIALS:

1. A ditto sheet with six pictures including a house, a dog, a boy, a car, a tree and an airplane.
2. A set of six crayons in red, yellow, green, blue, purple and black.
3. A tape recorder
4. A listening post

PROCEDURE AND EVALUATION: The voice on the tape will request the student to make certain symbols with selected crayons on the ditto sheet. Examples of what the voice might in part say to the child would be: "Do not mark your paper until I say begin. Put a green circle on the dog and a red X over the house. Begin. . . (pause) very good. Now please put your crayons on the table. Please wait until I say to begin. Put a black square on the tree, a green dot under the boy, and a yellow line beside the car. Begin." As the tape continues, the sequential presentations become increasingly longer. The first presentation will have one item (this is primarily a practice item) and the last presentation will have five items given.

CRITERION OF ACCEPTANCE: The criterion for acceptable work would be an average increase (over five worksheets) of one item correctly recalled after five worksheets to a maximum of five items. A successful student's work would be:

1st week -- five worksheets Average items 2.25
2nd week -- five worksheets Average items 3.75

PREVIOUS WEEKS ITEM AVERAGE:

PREVIOUS WORKSHEET SCORE:

NUMBER OF ITEMS CORRECTLY RECALLED:

PREPARED BY: Barbara Isaac and Everett Pojman

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

MATERIAL: Tape recorder, this paper and pencil.

PROCEDURE AND EVALUATION: Child repeats a series of letter and number sounds on tape and writes answers. He will get 70% of all numbers and letters correct in the proper order. (If teacher decides not to use a tape recorder, another child could read the child these numbers and letters at 1/2 second intervals.) Child continues in the test until he misses two sets of numbers and letters in a row.

Set 1:	2-1 K	Set 9:	JLKGM 281962
Set 2:	KJ 715	Set 10:	FRJKLX 2817945
Set 3:	MZ 213	Set 11:	MJOKLZ 3809275
Set 4:	ABD 7134	Set 12:	JGRAZYX 80169253
Set 5:	AZDC 62437	Set 13:	KRSYORA 60943718
Set 6:	AECB 28639	Set 14:	KRSABRYO 716925438
Set 7:	MOAPQ 618927	Set 15:	KLMOJNSR 925867314
Set 8:	TFCRG 628973	Set 16:	ABCEFGIJKM 9865324710

PREPARED BY: Sharon Harkey

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

MATERIALS: Bag of common or interesting toys appropriate for the age level of the children. These might include: a ball (small), toy doll, miniature dog, miniature cat, toy car, play coin, crayon, pencil.

PROCEDURE AND EVALUATION: The children in a small group (4 to 10). The game begins by having the child close his eyes and reach into the bag for an item, then he repeats as follows:

1. My name is John. I have a car. (He then hides the item behind him.)

Second child then reaches in bag for a toy and says:

2. My name is Mary. I have a doll and John has a car.

Second child then hides the item behind her; the next child then reaches for a toy from the bag.

3. My name is Sally. I have a crayon and Mary has a doll. John has a car.

Each additional child tries to remember the item each child before him has picked from the bag. This goes on until someone misses. They are then out and the one remembering the longest sequence gets to pick the toy item they want to keep.

VARIATION: This could also be done without the toys for would then be more "auditory."

1st 1. My name is John. I am thinking of a car.

2nd 2. My name is _____. I am thinking of a _____. John is thinking of a car.

CRITERION OF ACCEPTANCE: To have the child remeber at least five items in sequence; this includes remembering the names of the children that have gone previously to draw an item from the bag.

PREPARED BY: H.S. Alexander

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

MATERIALS: Language Master, this handout, listening post, prepared cards, cup, candy/nuts, paper and pencil, box of assorted items.

PROCEDURE AND EVALUATION: Procedures used with one child per Language Master. Combine visual and auditory input modalities to strengthen auditory sequential memory. For each correctly followed insturctional sequence, reinforce with reward.

Demonstration: Instructor presents and reads Knife, Fork picture card. Repeats sequence (plus reward).
Criterion for acceptance: Can correctly repeat sequence of five words in three sequential but different trials.

1. pencil, paper
2. blackboard, chalk
3. teacher, student
4. dog, cat, toys
5. school, class, yard
6. mother, father, baby
7. scissors, cloth, thread, needle
8. pants, shirt, tie, shoes
9. orange, apple, banana, pear
10. c,d,e,f,g
11. Monday, Tuesday, Wednesday, Thursday, Friday
12. b,i,r, d, s
13. 2, 7, 3, 6, 9
14. W, T, S, E, M
15. April, July, February, December, October
16. clock, hammer, giraffe, water, fairy
17. light, woman, boat, telephone, food
18. chimney, forest, typewriter, statue, money
19. government, mineral, animal, machinery, signals
20. transportation, politics, medicine, learning, society

NUMBER CORRECT:

NEXT PRESCRIPTION:

PREPARED BY: Vita K. Birnberg
Kathryn Levy

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

PROCEDURE: Have the child recall and then follow verbal directions. Increase the number of directions as the child learns, e.g.,

Walk to front of room, turn left, pick up eraser, place on teacher's desk, give to John, ask Jane and Jim to stand, then walk to back of room.

EVALUATION: A. Remember 4 of 5 tasks.

B. Purpose: To increase ability to remember auditory sequential tasks.

MATERIALS: List of 3 to 12 tasks.

NUMBER POSSIBLE: 12

CRITERION FOR ACCEPTANCE: 4 of 5 tasks
10 of 12 tasks

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: AUDITORY SEQUENTIAL MEMORY

MATERIALS: Book of nursery rhymes
1. Jack and Jill
2. Little Jack Horner
3. Humpty Dumpty

PROCEDURE: The child is to furnish the missing rhyming word in the poem.

EVALUATION: Criterion of acceptance is 4 out of 6 possible.

Jack and _____
went up the _____

Little Jack _____
sat in a _____

Humpty Dumpty
sat on a _____

Humpty Dumpty
had a great _____

NUMBER CORRECT: ----

POSSIBLE: 6

CRITERION OF ACCEPTANCE: 4

Section # 10. VISUAL SEQUENTIAL MEMORY

A visual sequential memory dysfunction is the inability to satisfactorily reproduce a sequence of visual symbols seen just prior to the expected response.

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

MATERIALS: Pencils, paper, chalkboard, chalk and eraser, teacher made sets of symbols in a series. Example of a set of symbols in a series. Example of a set of 5 series:
1. 0-1, 2. 0-1-0, 3. 0-1-X, 4. 1-X-X, 5. 0-X-1-X.

The Winterhaven symbols -- 0, X, , , , used in optometric vision perception testing, may be obtained by writing to Winterhaven Forms, Winterhaven, Florida. Suggestions for their use in a series are included. Other sets of symbol series may be made up from combinations of geometric forms -- letters and numberals. A suggested set of 5 series using such combinations is:

1. 7-P-Z
2. Z- -P
3. 7-P-Z-
4. -7-P-Z-7
5. 7-6-P-7-Z

Teachers may make their series according to class needs.

PROCEDURE: Play game called "Memory Fun." Write first symbol series on chalkboard. Allow children to look for 30 seconds. Erase quickly and have children write series from immediate memory.

Follow same procedure up to 5th series. More than 5 series may be used with a greater number of symbols in each series. Letter series forming words have also been used, e.g.,

1. SAT, 2. SEAT, 3. BAT, 4. BAIT, 5. SEATS

Diagnosis of visual-sequential memory of each child is part of this procedure, which, at first is a whole-group activity.

EVALUATION OF SUBTEST'S BEHAVIORAL OBJECTIVE AND CRITERION: 80 per cent of any number of symbol series will be correct.

NEXT PRESCRIPTION: Follow-up prescriptive activities are made on an individualized basis.

PREPARED BY: Vita K. Birnberg
Kathryn Levy

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

PROCEDURE: Put a gradually increasing number of objects on a tray:

a. Take the tray away, and ask child for the name of the missing object.

b. Remove an object from tray, and ask child for the name of the missing object.

c. Add an object to the tray, and ask child for the name of the additional object.

EVALUATION: I. (See a above) Should name 3 of 5 objects

Should name 7 of 10 objects

(See b above) Must identify object removed and replaced

II. Purpose: To increase ability to remember objects observed.

MATERIALS: Miscellaneous items, e.g., paper clips, eraser, teaspoon, chalk, penny, ping pong ball, etc.

NUMBER POSSIBLE: Discretion of examiner. Start with small number and increase.

CRITERION FOR ACCEPTANCE: 3 of 5
7 of 10

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

MATERIALS: 1. ditto sheets (as described below)
2. pencil

PROCEDURE AND EVALUATION: Make ditto sheets with forms presented in sequence. Start with two and three forms and increase to eight and nine forms. Present the child with a ditto and ask him to study it. The ditto sheet will then be turned over and the child will be asked to reproduce the sequence. If desired, the child may also score the number of errors after completion. During the first sessions the length of the presented sequences should be short. Later on the length of the exercises will gradually increase. Each session will consist of five different ditto sheets of the same length (in regard to number of items).

CRITERION OF ACCEPTANCE: The criterion for acceptable work is correct reproduction of three out of the four presentation.

NUMBER CORRECT:

POSSIBLE: 4

CRITERION OF ACCEPTANCE: 3

PREPARED BY: Sharon Harkey

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

MATERIALS: Memory box with items including common toys and familiar objects such as a crayon, pencil, colored block, penny, miniature car, small miniature doll, and any other item appropriate for the age level.

PROCEDURE AND EVALUATION:

The teacher presents the items one by one in a row in front of the child. He is allowed five seconds to look at the items. The child then closes his eyes and the teacher scatters the items in the original order.

Criterion of acceptance is seven out of ten successfully completed.
Two trials are given before a series is considered failed.

Sequence as follows:

1. pencil-doll
2. pencil-doll-crayon
3. doll-crayon-pencil
4. car-crayon-pencil-doll
5. doll-crayon-car-pencil
6. doll-car-crayon-pencil-block
7. block-doll-car-crayon-pencil
8. block-doll-pencil-car-crayon
9. doll-pencil-caryon-car-block-pencil
10. penny-doll-crayon-car-pencil-block

POSSIBLE CORRECT: 20
NUMBER CORRECT: _____

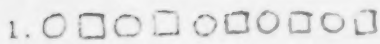
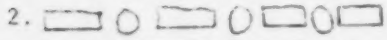
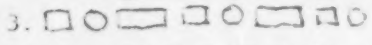
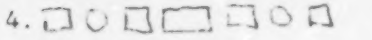
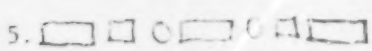
CRITERION OF ACCEPTANCE: 14 out of twenty

PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

MATERIALS: Beads similar to the Binet beads in the round, square and cylindrical shapes and a shoe string with one hard end and a knot at the other end.

PROCEDURE: Pupil is shown a picture of a sequence of beads and then is asked to reproduce the design from memory. The pupil is exposed to the design for from ten seconds on the first trial to five seconds on the second trial.

1.  ---Round - Square sequence
2.  ---Cylinder-Round sequence
3.  ---Square-Round-Cylinder sequence
4.  ---Sq. - Rd. - Sq. - Cyl. - Sq. - Rd- Sq. sequence
5.  ---Cyl. - Sq. - Rd. - Cyl. - Rd. -Sq. - Cyl. - sequence

Plus as many other alternate designs as are needed to aid in the sequence development.

CRITERION FOR ACCEPTANCE: Give no more than five items and two trials with each item. On the first trial expose the design for ten seconds. If this is failed, expose the design for five more seconds for a second chance. If this is failed the item is failed. On the first trial only 3 of the 5 designs should be perfect. On the second trial all five of the designs should be correct.

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: VISUAL SEQUENTIAL MEMORY

MATERIALS: Different colored blocks of various sizes and shapes.

PROCEDURE: In front of the child from left to right place blocks in a particular order. Have the child close his eyes, rearrange the blocks, and have the child replace them in their original order with regard to color, size, and shape. Use 10 different designs to be reproduced. If the child fails the first design, give him an example of what you want done.

EVALUATION: Criterion fo acceptance is 8 correct responses out of 10.

NUMBER CORRECT: ----
POSSIBLE: 10
CRITERION OF ACCEPTANCE: 8

Section # 11. AUDITORY CLOSURE

An auditory closure dysfunction is a dysfunction of the perceptual interpretation of any word or group of letters when only portions of it are heard.

PREPARED BY: H.S. Alexander

ITPA ITEM: AUDITORY CLOSURE

MATERIAL: Language Master, listening post, prepa red cards.

PROCEDURE AND EVALUATION: One child will place the prepared cards in the language master which will sound the following word parts. The student will orally record his response on the card.

Criterion: 20 correct responses.

Demonstration: Tell me what I am saying: "bicyc/" (bicycle) "/asket/all" (basketball).

1.	/illow	pillow	13.	cap/al	capital
2.	sli/er	slipper	14.	/ig/rette	cigarette
3.	dic/ary	dictionary	15.	inde/en/ent	independent
4.	/ree/ay	freeway	16.	/andker/ief	handkerchief
5.	Cali/orn/	California	17.	/orty/even	forty seven
6.	su/ma/ine	submarine	18.	/inder/arten	kindergarten
7.	Satur/	Saturday	19.	/a/er /ucket	water bucket
8.	ang/wor/	angleworm	20.	/ecre/ary	secretary
9.	/ough/ut	doughnut	21.	o/a/o /asher	potatoe masher
10.	/ants/ocket	pants pocket	22.	/is/il/ty	visibility
11.	/ag/zine	magazine	23.	/es/urant	restaurant
12.	temp/men/l	tempermental	24.	/o/to/ism	optimism

NUMBER CORRECT:

PREPARED BY: B. Isaac and E. Pojman

ITPA ITEM: AUDITORY CLOSURE

MATERIALS: Tape recorder -- Paper with ten pictures on it and and numerals 1 through 10 written across top.

PROCEDURE: Ten words are taped. Each word is repeated once. Directions are given first to the effect that each picture on the handout will be named two times but that a part of the naming word will be left out. When the name and the picture are recognized the child or children will draw a line from the 1 at the top of the page to the first picture named and so on up to 10.

WORDS ON TAPE		PICTURE OF
1. u	rella	1. umbrella
2. ra	it	2. rabbit
3. gra	other	3. grandmother (little old lady from Pasadena)
4. te	er	4. Teacher (the grouch at the chalkboard)
5. en	lope	5. envelope
6. ha	er	6. hammer
7. e	phant	7. elephant
8. pu	le	8. puddle
9. rhi	ceros	9. rhinoceros
10. b	ball	10. baseball

PARENTHETICAL NOTE: The behavioral objective of auditory closure is not entirely on par with this ITPA subtest in that the visual-motor channel is substituted for the vocal-motor.

Prescriptive remediation in this ara is best done on a one-to-one basis.

EVALUATION: Descriptive, involving possible referrals for suspected auditory loss or auditory agnosia.

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: AUDITORY CLOSURE

MATERIALS: Paper and pencil for the instructor scoring the task.

PROCEDURE AND EVALUATION: Present twenty muti-syllable words orally omitting one sound. See if the child can correctly identify the word by pronouncing it properly.

CRITERION OF ACCEPTANCE: The criterion for successful completion of the task is fifteen correct answers out of a possible twenty.

1.	maga/ine	magazine	11.	mo/cycle	motorcycle
2.	bed/oom	bedroom	12.	side/alk	sidewalk
3.	/ristmas	Christmas	13.	bir/day	birthday
4.	girl/end	girlfriend	14.	quar/er	quarter
5.	pen/il	pencil	15.	gas/line	gasoline
6.	arith/tic	arithmetic	16.	dif/ent	different
7.	nand/chief	handkerchief	17.	ano/er	another
8.	Santa/aus	Santa Claus	18.	him/elf	himself
9.	/liceman	policeman	19.	Sa/day	Saturday
10.	med/cine	medicine	20.	non/ense	nonsense

NUMBER CORRECT:

POSSIBLE: 20

CRITERION OF ACCEPTANCE: 15

PREPARED BY: Sharon Harkey

ITPA ITEM: AUDITORY CLOSURE

MATERIALS: This Handout

PROCEDURE AND EVALUATION: The teacher reads the word as written here, leaving out the sounds indicated. The child completes the words orally. Criterion of acceptance is 13 out of 15.

1. _uppy (Puppy)
2. _ar_oon (Cartoon)
3. _ovie (Movie)
4. _reedom (Freedom)
5. _rother (Brother)
6. _omic_ook (Comic Book)
7. _ele_hone (Telephone)
8. _leva_or (Elevator)
9. _alloon (Balloon)
10. _allo_een (Halloween)
11. _aster_unny (Easter Bunny)
12. _itten (Kitten)
13. _ootball (Football)
14. _ut_ide (Outside)
15. choco_ate (Chocolate)

CRITERION OF ACCEPTANCE: 13 out of 15 correct

NUMBER CORRECT: _____

NEXT PRESCRIPTION:

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: AUDITORY CLOSURE

MATERIALS: Pictures
1. balls
2. boy running

PROCEDURE: Discuss appropriate pictures.
1. "The boy is running. Can you run? When you run, you might be called a runner."

2. This ball is big. This one is bigger. This one is biggest of all.

EVALUATION: Criterion of acceptance is 4 out of 5 possible.

1. Who might be a runner?
2. Which ball is biggest?
3. Which ball is big?
4. Which ball is bigger?
5. What does a runner do?

NUMBER CORRECT: ---

POSSIBLE: 5

CRITERION OF ACCEPTANCE: 4

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: AUDITORY CLOSURE

PROCEDURE: Tell child you are going to read a sentence to him but you are going to say it by leaving out a word or a sound. Ask him to fill in the missing word (or sound) after you have read the sentence to him.

MATERIALS: List of sentences for teacher. Child should be sitting at a table facing the teacher. Allow 5 seconds between each new sentence, for child to answer.

SAMPLE SENTENCES:

1. The ga-----man picks up our trash.
2. We bought some food at the gr-----store.
3. My t------helps me at school.
4. My c--has a fluffy tail.
5. I dropped my b--k off the desk.
6. We saw some e--phants at the zoo.
7. There is a ba-y at our house.
8. I like str--erries.

EVALUATION AND CRITERIA: Success in naming complete word that he has just partially heard in a sentence, within 5 seconds after the teacher has read the sentence to him. Six out of eight correctly named constitutes a success in this auditory closure task.

NUMBER POSSIBLE: 8

Section # 12. SOUND BLENDING

A sound blending dysfunction is a dysfunction in determining the correct blends of sounds heard.

PREPARED BY: Bruce Ackland and June Wood

ITPA ITEM: SOUND BLENDING

MATERIALS: Paper and pencil for the instructor scoring the task.

PROCEDURE AND EVALUATION: The teacher carefully pronounces twenty words in separate sounds and requests the student to pronounce the correct word blending the sounds.

CRITERION OF ACCEPTANCE: The criterion for successful completion of the task is fifteen correct responses out of the twenty presented.

1.	dog	d-o-g	11.	sheep	sh-ee-p
2.	you	y-ou	12.	town	t-ow-n
3.	snow	s-n-ow	13.	orange	o-r-a-n-ge
4.	lamp	l-a-m-p	14.	violin	v-i-o-lin
5.	mouth	m-ou-th	15.	window	w-in-d-ow
6.	table	t-a-b-le	16.	brother	b-r-o-th-er
7.	happy	ha-pp-y	17.	bottle	b-o-tt-le
8.	clock	c-l-o-ck	18.	summer	su-mm-er
9.	uncle	un-c-le	19.	airplane	a-ir-pl-a-ne
10.	round	r-ou-nd	20.	tomato	t-o-m-a-t-o

NUMBER CORRECT:

POSSIBLE: 20

CRITERION OF ACCEPTANCE: 15

PREPARED BY: Barbara Isaac and Everett Pojman

ITPA ITEM: AUDITORY SOUND BLENDING

MATERIAL: Tape recorder, listening post, and pictures for each word.

PROCEDURE AND EVALUATION: Child will listen to someone on tape who sounds out a word. The child has to point to the object that the word describes. The child will point to the pictures for 80% of the words.

WORDS:

1. rake
2. jack
3. broom
4. tree
5. girl
6. dress
7. chair
8. chair
9. hill
10. television
11. baseball
12. monkey
13. hat
14. coat
15. shoes
16. banana
17. spoon
18. book
19. elephant
20. picture
21. pot
22. money
23. sailboat
24. bed
25. bicycle
26. football
27. street
28. camera
29. pencil
30. paints
31. ruler
32. man
33. house
34. ocean
35. river
36. policeman
37. table
38. typewriter
39. present
40. magazine

PREPARED BY: Arthur Bruhns and Hal Alexander

ITPA ITEM: SOUND BLENDING

MATERIALS: A tape recorded word list from the ITPA. These words are to be placed on the tape at ten second intervals. This is necessary to allow for the pupil response.

PROCEDURE: Play the tape one word at a time to allow the pupil time to respond. If the pupil is incorrect, replay the item so that immediate correction can be made. Reinforce the tape with verbal assistance to emphasize the phonic blending of the sounds used.

CRITERION FOR ACCEPTANCE: None. This is used purely as a training tool to correct a deficit in sound association and phonetic molding.

PREPARED BY: Sharon Harkey

ITPA ITEM: SOUND BLENDING

MATERIALS: 20 cards with different prefixes and nonsense syllables as listed below.

PROCEDURE AND EVALUATION: Have the child present two cards first and then say the combined word. This is then increased and three cards are used, gradually increasing the number of syllables used. Criterion of acceptance: To successfully blend the sounds of 8 two-syllable words, 5 three-syllable words, and 3 four-syllable words.

These are printed separately on cards:

1. super
2. itis
3. frag
4. istic
5. mation
6. agil
7. pre
8. cal
9. un
10. cap
11. ing
12. at
13. nip
14. inter
15. aption
16. num
17. gle
18. ate
19. tha
20. frem

Some possible combinations:

1. fragitis
2. agilmation
3. precal
4. superitis
5. capagil
6. interaption
7. numagil
8. prenipcal
9. internipgleate
10. thaglenipagil
11. premationitis

CRITERION OF ACCEPTANCE: Successfully blend

8 two-syllable words
5 three-syllable words
3 four-syllable words
16

PREPARED BY: Sharon Garrett and Phil Stewart

ITPA ITEM: SOUND BLENDING

MATERIALS: 2 of each: bell, whistle, drum

PROCEDURE: Give the child a series of sounds to duplicate. Ask him to reproduce the entire sequence of sounds that he just heard. Do not repeat any test item.

EVALUATION: Criterion of acceptance is 8 correct responses out of 10.

Combinations of sounds made by a bell, whistle and a drum in a sequence.

NUMBER CORRECT: -----
POSSIBLE: 10
CRITERION OF ACCEPTANCE: 8

PREPARED BY: Vita Birnberg
Kathryn Levy

ITPA ITEM: SOUND BLENDING

PROCEDURE: The teacher first asks the child to look at the word she is holding up. She then names the first two letters of the word, for example, "f," "l" (as in flag). She then sounds out the first two letters (by placing upper teeth nearly touching the lower lip and blowing out air, gently,) then the "l" sound, with tongue tip touching roof of mouth. Never teach the child to say "fuh," " oh," as this is not the way one would normally say the word "Flag", "fuh-luhag." Next, pronounce the "lag" portion of the word, then blend the three sounds together. This should be done so that the child hears one sound and not three. A very bad habit; distortion of words my be taught unless this is done carefully.

MATERIAL: A commercial blend and digraph chart may be used, if available. Otherwise, one can make one's own chart or "flash cards," using tag board and a felt marking pen.

SAMPLE WORDS:
a. flash (flash)
b. black
c. cradle
d. glass
e. grass
f. green

Other simple words with the gl, bl, br, cr, st, and fr blends my be used.

EVALUATION AND CRITERIA: Success will be noted when the child is able to pronounce a "blend" word. If he exaggerates the first two sounds, such as "fuh" instead of "ff," give him the correct example (YOU) and have him watch your mouth while he listens. This is better accomplished in a small group or 1-to-1 basis.

NUMBER POSSIBLE: Depends on the number of words given. Do not overload a child with more than five or six words at the beginning sessions.

SUGGESTED READINGS

A. BOOKS:

1. Bush, W. & Waugh K. DIAGNOSING LEARNING DISABILITIES, 2nd edition, 1971, Columbus: Charles E. Merrill.

2. Bush, W. & Giles, M. AIDES TO PSYCHOLINGUISTIC TEACHING, 2nd edition, 1977, Columbus: Charles E. Merrill.

3. Kirk, S. & Kirk, W. PSYCHOLINGUISTIC LEARNING DISABILITIES: DIAGNOSIS & REMEDIATION. 1968. Urbana: University of Illinois.

4. Kirk, S. & McCarthy, J. THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (Rev. edition) Urbana: University of Illinois, 1968.

B. JOURNALS:

1. ACADEMIC THERAPY

2. EXCEPTIONAL CHILDREN

3. JOURNAL OF LEARNING DISABILITIES

4. POINTER

5. TEACHING EXCEPTIONAL CHILDREN